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ABSTRACT

This guide is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. It provides parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource for developing and writing curriculum at the local level. The listed skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. Sample assessment methods are included for teacher use. (ASK)

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Skills-Based Scope and Sequence Guide

Mathematics
Grades K-6

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Target Skills
&
Sample Assessment Methods

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INTRODUCTION

The State Department of Education's *Skills-Based Scope and Sequence Guide* is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are

called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Numbers Concepts and Computation										
1. Understand numbers and counting (0-20)	X			X			Teacher observation, teacher-student interaction.	X		
2. Compare and order whole numbers.	X			X	X		Teacher observation, teacher-student interaction.	X		
3. Recognize and use the ordinal numbers (1st, 2nd, 3rd)	X			X			Teacher observation, teacher-student interaction.	X		
4. Know whole number place value.	X			X			Teacher observation, teacher-student interaction.	X		
5. Understand unit fractions (half, quarter).	X			X			Teacher observation, teacher-student interaction.	X		
6. Understand addition/subtraction process.	X			X			Teacher observation, teacher-student interaction.	X		
Patterns and Relationships										
1. Compare or contrast (more, less, same, etc.)	X				X		Teacher observation, teacher-student interaction.	X		
2. Classify and sort.	X				X		Teacher observation, teacher-student interaction.	X		
3. Recognize and extend patterns.	X				X		Teacher observation, teacher-student interaction.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Graphs, Data Collection, and Analysis										
1. Collect and record data.	X			X			Teacher observation, teacher-student interaction.	X		
2. Make a graph.	X				X		Teacher observation, teacher-student interaction, paper and pencil task.	X		
3. Take a survey.	X			X			Teacher observation, teacher-student interaction, paper and pencil task.	X		
4. Make a tally chart	X			X			Teacher observation, teacher-student interaction, paper and pencil task.	X		
5. Interpret Pictographs	X				X		Teacher observation, teacher-student interaction.		X	
6. Draw and interpret graphs.	X				X		Teacher observation, teacher-student interaction, paper and pencil task.		X	
Geometry										
1. Identify plane figures.	X			X			Teacher observation, teacher-student interaction, paper and pencil task.	X		
2. Relate plane figures to solid figures.	X				X		Teacher observation, teacher-student interaction.	X		
3. Recognize symmetry.	X			X			Teacher observation, teacher-student interaction, paper and pencil task.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Measurement										
1. Estimate and measure lengths, perimeter, and area.	X				X		Teacher observation, teacher-student interaction.		X	
2. Use non-standard units.	X				X		Teacher observation, teacher-student interaction, paper and pencil task.		X	
Time and Money										
1. Use a calendar.	X			X			Teacher observation, teacher-student interaction.	X		
2. Show and tell time (hour, half hour) and understand minutes.	X			X			Teacher observation, teacher-student interaction, paper and pencil task.	X		
3. Estimate time.	X				X		Teacher observation, teacher-student interaction.	X		
4. Count and show amounts of money.	X			X			Teacher observation, teacher-student interaction.		X	
5. Recognize coins and symbols.	X			X			Teacher observation, teacher-student interaction.	X		
Mental Math										
1. Count forward or back.	X			X			Teacher observation, teacher-student interaction.	X		
2. Skip counting.	X			X			Teacher observation, teacher-student interaction.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Problem Solving										
1. Act out a situation.	X				X		Teacher observation, teacher-student interaction.		X	
2. Use objects to solve a problem	X				X		Teacher observation, teacher-student interaction.		X	
3. Draw a picture to solve a problem.	X				X		Teacher observation, teacher-student interaction.		X	
4. Look for a pattern.	X				X		Teacher observation, teacher-student interaction.		X	
5. Tell or write a story.	X				X	X	Teacher observation, teacher-student interaction.		X	X
6. Use estimation.	X				X		Teacher observation, teacher-student interaction.		X	
Probability										
1. Understand probability terms (often, never, sometimes...)	X				X		Teacher observation, teacher-student interaction.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Understand numbers and counting (0-100)	X			X			Teacher observations, teacher-student interaction, paper-pencil task.	X		
2. Compare and order whole numbers.	X						Teacher observations, teacher-student interaction, paper-pencil task.	X		
3. Recognize and use ordinal numbers (through 4th and 5th)	X			X			Teacher observations, teacher-student interaction, paper-pencil task.	X		
4. Know whole number place value.	X			X			Teacher observations, teacher-student interaction, paper-pencil task.	X		
Whole Numbers										
6. Understand addition/subtraction process.		X		X			Teacher observations, teacher-student interaction, paper-pencil task.	X		
7. Know the basic add/subtract facts.	X			X			Teacher observations, teacher-student interaction, paper-pencil task.	X		
8. Estimate sums and differences.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, free verbal response.		X	
Patterns and Relationships										
1. Compare or contrast.		X			X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Classify and sort.		X			X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	
3. Solve problems by finding a pattern.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	
4. Solve problems by making a table.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	
5. Recognize, extend, and generate patterns.		X			X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	
6. Explain your reasoning.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, free ver-bal resopnse.		X	
7. Evaluate evidence and draw conclusions.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, free ver-bal resopnse.		X	
8. Make generalizations.	X				X		Teacher observations, teacher-student interaction, paper-pencil task, free ver-bal resopnse.		X	
Graphs, Data Collection, and Analysis										
!. Collect and record data.		X		X			Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Make a graph.		X			X		Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.		X	
3. Take a survey.		X		X			Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.	X		
4. Make a tally chart.		X		X			Teacher observations, teacher-student interaction, paper-pencil task, individual /group projects.	X		
5. Interpret pictographs.		X			X		Teacher observations, teacher-student interaction, paper-pencil task, free verbal resopnse.		X	
6. Draw and interpret graphs.		X					Teacher observations, teacher-student interaction, paper-pencil task, free verbal resopnse.		X	
Geometry										
1. Identify plane figures.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
2. Identify solid figures.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
3. Relate plane figures to solid figures.		X			X		Teacher observation, teacher-student interaction, paper-pencil task.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Recognize symmetry.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
5. Identify sides and corners	X			X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
Measurement										
1. Estimate and measure lenghts, perimeter, and area.		X			X		Teacher observation, teacher-student interaction, paper-pencil task, individual /group projects.		X	
2. Use non-standard, customary, and metric units.	X				X		Teacher observation, teacher-student interaction, paper-pencil task, individual /group projects.		X	
3. Measure and work with temperature.	X				X		Teacher observation, teacher-student interaction, paper-pencil task, free verbal resonse.	X	X	
Time and Money										
1. Use a calendar		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
2. Show and tell time (hour and half hour)	X			X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
3. Estimate time.		X			X		Teacher observation, teacher-student interaction, paper-pencil task.		X	
4. Recognize and count amount of money.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Add and subtract money.	X			X			Teacher observation, teacher-student interaction, paper-pencil task, free verbal resonse	X		
Mental Math										
1. Count forward or back to 100.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
2. Skip counting.		X		X			Teacher observation, teacher-student interaction, paper-pencil task.	X		
Problem Solving										
1. Act out a situation.	X				X		Teacher observation, teacher-studen interaction.		X	
2. Use objects to solve a problem.		X			X		Teacher observation, teacher-student interaction.		X	
3. Draw a picture to solve a problem.		X			X		Teacher observation, teacher-student interaction, paper-pencil task.		X	
4. Look for a pattern		X			X		Teacher observation, teacher-student interaction.		X	
5. Make a list or table.	X				X		Teacher observation, teacher-student interaction, paper-pencil task.		X	
6. Tell or write a story.		X			X	X	Teacher observation, teacher-student interaction, paper-pencil task.		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Determine reasonable answers	X				X		Teacher observation, teacher-student interaction, paper-pencil task.		X	
8. Solve problems with more than one answer.	X				X		Teacher observation, teacher-student interaction, paper-pencil task, free verbal response.		X	
9. Use estimation.		X			X		Teacher observation, teacher-student interaction, paper-pencil task, free verbal response.		X	
10. Use calculators.	X				X		Teacher observation, teacher-student interaction, student self-evaluation.		X	
Probability										
1 Understand probability terms.		X			X		Teacher observation, teacher-student interaction, free verbal resonse, individual/group projects.		X	
2. Use probability to predct.	X				X		Teacher observation, teacher-student interaction, free verbal response, individual/group projects.		X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Understand numbers and counting (50 and up)		X		X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
2. Compare and order whole numbers.					X		Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
3. Recognize and use the ordinal numbers.				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
4. Know whole number place value.				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
5. Understand unit fractions (half, third, fourth)				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
Whole Numbers										
6. Add/subtract whole numbers.				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
7. Know the basic addition/subtraction facts.				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Estimate sums and differences.					X		Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.		X	
9. Use concrete and pictorial models to explore multiplication.				X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.			
Patterns and Relationships										
1. Compare or contrast		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
2. Classify and sort.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
3. Solve problems by finding a pattern.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
4. Solve problems by making a table.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
5. Recognize, extend, and generate patterns.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Explain your reasoning.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
7. Evaluate evidence and draw conclusions.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
8. Make generalizations.		X			X		Teacher-student interaction, paper-pencil task, individual/group project, free verbal response.		X	
Graphs, Data Collection, and Analysis										
1. Collect and record data.		X		X			Teacher-student interaction, paper-pencil task, individual or group project, free verbal response.	X		
2. Make a graph.		X			X		Teacher-student interaction, paper-pencil task, individual or group project, free verbal response.	X		
3. Take a survey.		X		X			Teacher-student interaction, paper-pencil task, individual or group project, free verbal response.	X		
4. Make a tally chart.		X		X			Teacher-student interaction, paper-pencil task, individual or group project, free verbal response.	X		
5. Interpret pictographs.		X			X		Teacher-student interaction, free verbal response.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Draw and interpret graphs.		X			X		Teacher-student interaction, free verbal response, paper and pencil task.		X	
Geometry										
1. Identify plane figures.		X		X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
2. Identify solid figures.		X		X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
3. Relate plane figures to solid figures.		X			X		Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.		X	
4. Recognize symmetry.		X		X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.			
5. Identify sides and corners.		X		X			Teacher-student interaction, paper-pencil task, book test, work-sample evaluation.	X		
Measurement										
1. Estimate and measure lengths, perimeter, and area.		X			X		Teacher-student interaction, free verbal response, individual or group project.		X	
2. Use non-standard, customary, and metric units.		X			X		Teacher-student interaction, free verbal response, individual or group project.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Understand area/perimeter relationship.	X				X		Teacher-student interaction, free verbal response.		X	
4. Measure and work with temperature.	X				X		Teacher-student interaction, free verbal response, paper and pencil task.	X		
Time and Money										
1. Use a calendar.		X		X			Teacher-student interaction, free verbal response, paper and pencil task, work-sample evaluation.	X		
2. Show and tell time (hour, 1/2 hour, 1/4 hour, 5 min)		X		X			Teacher-student interaction, free verbal response, paper and pencil task, work-sample evaluation.	X		
3. Estimate time.		X			X		Teacher-student interaction, free verbal response, paper and pencil task, work-sample evaluation.		X	
4. Make change and count back money using currency and paper money and coins.		X		X			Teacher-student interaction, free verbal response, paper and pencil task, work-sample evaluation.	X		
5. Add and subtract.		X		X			Teacher-student interaction, free verbal response, paper and pencil task, work-sample evaluation.	X		
Mental Math										
1. Count forward or back and skip counting		X		X			Teacher-student interaction, free verbal response, paper and pencil task.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Mental addition and subtraction.		X		X			Teacher-student interaction, free verbal response, paper and pencil task.	X		
Problem Solving										
1. Act out a situation.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
2. Use objects to solve a problem.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
3. Draw a picture to solve a problem.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation, pencil and paper task.		X	
4. Look for a pattern.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
5. Make a list or table.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
6. Tell or write a story.		X			X	X	Teacher-student interaction, free verbal response, work-sample evaluation.		X	X
7. Solve multiple-step problems.	X				X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
8. Determine reasonable answers.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
9. Solve problems with more than one answer.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Use estimation.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
11. Use calculators.		X			X		Teacher-student interaction, free verbal response, work-sample evaluation.		X	
Probability										
1. Understand probability terms.		X			X		Teacher-student interaction, free verbal response.		X	
2. Use probability to predict.		X			X		Teacher-student interaction, free verbal response.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Understand numbers and counting.		X		X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
2. Compare and order whole numbers.			X		X		Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.		X	
3. Recognize and use the ordinal number.			X	X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
4. Know whole number place value.		X		X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
5. Recognize and evaluate Roman numerals.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
6. Name and write large numbers.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
Whole Numbers										
7. Understand add/subtract process.		X		X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Know the basic add/subtract facts.			X	X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
9. Estimate sums and differences.		X			X		Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.		X	
10. Understand multiplication/ division process (numbers 1-12).	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
11. Know the basic multiplication /division facts.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
12. Estimate products.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
Fractions										
13. Understand the concept of fractions.		X		X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
14. Compare and order fractions.	X				X		Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.		X	
15. Recognize equivalent fractions.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
16. Add/subtract fractions with like denominators.	X			X			Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
Decimals										
17. Relate decimals to money.	X				X		Teacher-student interaction, paper and pencil task, work-sample evaluation, book or teacher-made test.		X	
Patterns Relationships										
1. Compare or contrast.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
2. Classify and sort.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
3. Solve problems by finding a pattern.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
4. Solve problems by making a table.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
5. Recognize, extend, and generate patterns.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Explain your reasoning.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
7. Evaluate evidence and draw conclusions.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
8. Make generalizations.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
Graphs, Data Collection, and Analysis										
1. Collect and record data.		X		X			Teacher-student interaction, individual or group project, free verbal response.	X		
2. Make a graph.		X			X		Teacher-student interaction, individual or group project, free verbal response.		X	
3. Take a survey.		X		X			Teacher-student interaction, individual or group project, free verbal response.	X		
4. Make a tally chart.		X		X			Teacher-student interaction, individual or group project, free verbal response.	X		
5. Interpret pictographs.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	
6. Draw and interpret graphs.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geometry										
1. Identify plane figures.		X		X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		
2. Identify solid figures.		X		X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		
3. Relate plane figures to solid figures.		X			X		Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.		X	
4. Recognize symmetry.		X		X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		
5. Recognize congruent figures.	X			X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		
6. Identify faces, edges, and vertices.	X			X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		
7. Identify and label points, and lines.	X			X			Teacher-student interaction, work-sample evaluation, free verbal response, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Measurement										
1. Estimate and measure length, perimeter, and area.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
2. Use non-standard, customary, and metric units.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
3. Understand area/perimeter relationship.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
4. Measure and find volume /capacity.	X				X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
5. Measure and work with temperature.		X			X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
6. Use scale drawing.	X				X		Teacher-student interaction, individual or group project, work-sample evaluation, book or teacher test.		X	
Time and Money										
1. Use a calendar.		X		X			Teacher-student interaction, individual or group project.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Show and tell time (hour, half hour, quarter hours, 5 minutes, 1 minute, seconds)		X		X			Teacher-student interaction, work-sample evaluation, book or teacher test.	X		
3. Estimate time.		X			X		Teacher-student interaction, work-sample evaluation, book or teacher test.	X		
4. Know A.M. and P.M.	X			X			Teacher-student interaction, work-sample evaluation, book or teacher test.	X		
5. Count and recognize amounts of money (coins and currency)		X		X			Teacher-student interaction, free-verbal response.	X		
6. Add and subtract money.		X		X			Teacher-student interaction, work-sample evaluation, book or teacher test.	X		
7. Make change and count back using coins and paper money.	X						Teacher-student interaction, work-sample evaluation, book or teacher test.	X		
Mental Math										
1. Count forward or back and skip counting.			X	X			Teacher-student interaction, free-verbal response.	X		
2. Memorize multiplication tables for numbers 1-12.		X		X			Teacher-student interaction, free-verbal response.	X		
3. Find a fraction of a number.	X			X			Teacher-student interaction, free-verbal response.	X		
Problem Solving										

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Act out a situation.			X		X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
2. Use objects to solve a problem.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
3. Draw a picture to solve a problem.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
4. Look for a pattern.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
5. Make a list or table.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
6. Tell or write a story.		X			X	X	Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	X
7. Solve multiple-step problems.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
8. Determine reasonable answers.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Solve problems with more than one answer.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
10. Decide when to estimate.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
11. Use estimation.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
12. Use calculators.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
Probability										
1. Understand probability terms.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	
2. Use probability to predict.		X			X		Teacher-student interaction, free-verbal response, individual or group project, work-sample evaluation.		X	

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Understand numbers and counting.		X				X	Teacher observation, book or teacher-made test, work-sample evaluation.		X	
2. Know whole number place value.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
3. Know decimal number place value. *(less than one million)**	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
4. Recognize and evaluate Roman numerals.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
5. Define and identify prime and composite numbers.	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
6. Name and write large numbers. *(less than one million)**		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
Whole Numbers										
7. Add/subtract whole numbers. *(values less than 100,000)**		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.		X	
8. Multiply whole numbers. *(whole numbers by single digits)**		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.	X		
9. Know the basic multiplication facts. *(up to 10 times 10)**		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
10. Estimate products.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.		X	
11. Divide whole numbers. *(basic concept of division by integers, not necessarily the division algorithm)**	X				X		Book or teacher-made test, work-sample evaluation.	X		
12. Know the basic division facts. *(10 times table)**		X		X			Flash cards, book or teacher-made test, work-sample evaluation.	X		
13. Find average.	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
14. Estimate quotients.	X						Teacher observation, book or teacher-made test, work-sample evaluation.	X		
Fractions										
15. Understand fractions. *(Halves, thirds, fourths, and eighths)**		X					Free written/verbal response, book or teacher-made test.		X	
16 Compare and order fractions. *(compare halves, thirds, fourths and eighths)**		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.	X		
17. Recognize equivalent fractions.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
18. Reduce fractions to the lowest terms.	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		

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19. Add/subtract fractions with like denominators.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
20. Convert decimals to common fractions.	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
Decimals										
21. Understand decimals. *(with money through hundredths)**	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.		X	
22. Know decimal place value. *(with money through hundredths)**	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
23. Compare and order decimal numbers. *(with money through hundredths)**	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
24. Round decimal numbers. *(with money through hundredths)**	X			X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
25. Relate decimals to money. *(through hundredths)**		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
26. Add/subtract decimals. *(with money through hundredths)**	X				X		Teacher observation, book or teacher-made test, work-sample evaluation.	X		
Patterns and Relationships										
1. Compare or contrast.		X			X		Individual/group project, teacher observation.		X	

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
2. Classify and sort.		X			X		Individual/group project, teacher observation.		X	
3. Solve problems by finding a pattern.		X			X		Individual/group project, teacher observation.		X	
4. Solve problems by making a table.		X			X		Individual/group project, teacher observation.		X	
5. Recognize and generate patterns.		X			X		Individual/group project, teacher observation.		X	
6. Explain your reasoning		X			X		Individual/group project, teacher observation.		X	
7. Evaluate evidence and draw conclusions.		X			X		Individual/group project, teacher observation.		X	
8. Make generalizations.		X			X		Individual/group project, teacher observation.		X	
Graphs, Data Collection, and Analysis										
1. Collect and record data.		X				X	Work-sample evaluation, individual/group project.		X	
2. Make a graph.		X			X		Work-sample evaluation, individual/group project.		X	
3. Take a survey.		X			X		Work-sample evaluation, individual/group project.		X	

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
4. Make a tally chart.		X			X		Work-sample evaluation, individual/group project.		X	
5. Predict and verify.	X					X	Work-sample evaluation, individual/group project.		X	
6. Generalize from data.	X					X	Work-sample evaluation, individual/group project.		X	
7. Summarize results.	X				X		Work-sample evaluation, individual/group project.		X	
8. Interpret pictographs.		X			X		Book or teacher-made test, work-sample evaluation.		X	
9. Draw and interpret bar graphs.		X				X	Individual/group project, work-sample evaluation.		X	
10. Draw and interpret line graphs.	X				X		Individual/group project, work-sample evaluation.		X	
11. Reason from a graph.	X				X		Free written/verbal response.		X	
Geometry										
1. Identify plane figures. *(circle, square, rectangle, triangle)**		X		X			Work-sample evaluation, book or teacher made test.	X		
2. Identify solid figures.		X		X			Work-sample evaluation, book or teacher made test.	X		

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
3. Relate plane figures to solid figures.		X			X		Teacher observation, free verbal/written response.		X	
4. Generate geometric patterns.		X			X		Work-sample evaluation, individual /group project.		X	
5. Recognize symmetry.		X		X			Work-sample evaluation, individual /group project.	X		
6. Recognize congruent figures.		X		X			Work-sample evaluation, individual /group project.	X		
7. Identify faces, edges, and vertices.		X		X			Free verbal/written response, book or teacher-made test.	X		
8. Identify and label points and lines.		X		X			Work-sample evaluation, book or teacher-made test.	X		
9. Classify angles.	X			X			Individual/group project, free written response, book or teacher-made test.	X		
10. Classify polygons.	X			X			Individual/group project, free written response, book or teacher-made test.	X		
11 Build geometric solids.	X			X			Work-sample evaluation, individual /group project.		X	
Measurement										
1. Estimate and measure lengths.		X		X			Work-sample evaluation, teacher observation, free verbal response.		X	

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
2. Use non-standard, customary, and metric units.		X			X		Individual project, teacher observation.		X	
3. Understand area/perimeter relationship.		X			X		Individual project, group project, teacher observation.		X	
4. Measure and find volume /capacity.		X			X		Individual project, group project, teacher observation.		X	
5. Measure and work with temperature. *(Farenheit only)**		X			X		Individual project, group project, teacher observation.		X	
6. Use scale drawing.		X			X		Individual project, teacher observation.		X	
Time and Money										
1. Use a calendar.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
2. Show and tell time. *(two nearest minute)**			X		X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
3. Estimate time.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
4. Know A.M. and P.M.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test	X		
5. Understand time zones.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test	X		

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6. Count and show amounts of money.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
7. Add and subtract money.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
8. Multiply using money. *(using single digits)**	X				X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
9. Divide using money. *(basic concept without algorithm)**	X				X		Teacher observation, work-sample evaluation, book or teacher-made test	X		
10. Demonstrate making change.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test	X		
Mental Math										
1. Be able to add, subtract, multiply, and divide mentally.		X			X		Free verbal response.	X		
2. Find a fraction of a number.		X			X		Free verbal response.	X		
Problem Solving										
1. Use objects to solve a problem.		X			X		Teacher observation.			X
2. Draw a picture to solve a problem.		X			X		Book or teacher-made test, work-sample evaluation.			X
3. Look for a pattern.		X			X		Book or teacher-made test, work-sample evaluation.			X

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics.*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
4. Make a list or table.		X			X		Book or teacher-made test, work-sample evaluation.			X
5. Work backwards.	X				X		Book or teacher-made test, work-sample evaluation.			X
6. Tell or write a story.		X			X	X	Teacher observation, free written response.		X	X
7. Solve multiple-step problems.		X			X		Free verbal response, free written response.			X
8. Determine reasonable answers.		X			X		Work sample evaluation, book or teacher-made test.			X
9. Solve problems with more than one answer.		X				X	Work sample evaluation, book or teacher-made test.			X
10. Decide when to estimate.		X			X		Work sample evaluation, book or teacher-made test.			X
11. Use estimation.		X			X		Work sample evaluation, book or teacher-made test.			X
12 Use calculators.		X			X		Work sample evaluation, book or teacher-made test, student self-evaluation.			X
Probability										
1. Understand probability terms.		X			X		Teacher observation, free verbal response.	X		

Target Skills *Those skills in shaded rectangles indicate essential skills which may be included in the Direct Math Assessment. *For mid-year assessment, prompts will be restricted as indicated in italics*	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	**Sample Assessment Methods**	Factual Level	Applied Analysis	Synth Eval
2. Understand equally likely outcomes.	X				X		Teacher observation, free verbal response.			X
3. Use probability to predict.		X			X		Free verbal response, book or teacher-made test.	X		
4. Recognize fair/unfair games.	X				X		Group project, free verbal/written response.			X

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Compare and order whole numbers.			X		X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
2. Recognize and use the ordinal numbers.			X		X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
3. Know whole number place value.			X		X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
4. Know decimal number place value.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
5. Recognize and evaluate Roman numerals.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
6. Define and identify prime and composite numbers.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
7. Name and write large numbers.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
Whole Numbers										
8. Add/subtract whole numbers.			X		X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
9. Know the basic add/subtract facts.			X	X			Flash cards, book or teacher-made test, work-sample evaluation.	X		
10. Estimate sums and differences.			X		X		Book or teacher-made test, work -sample evaluation.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Multiply whole numbers.		X			X		Book or teacher-made test, work -sample evaluation.		X	
12. Know the basic multiplication facts.			X	X			Flash cards, book or teacher-made test, work-sample evaluation.	X		
13. Estimate products.			X		X		Teacher observation, book or teacher-made test, work sample evaluation.		X	
14. Divide whole numbers.			X		X		Teacher observation, book or teacher-made test, work sample evaluation.		X	
15. Know the basic division facts.			X	X			Flash cards, book or teacher-made test, work-sample evaluation.	X		
16. Find average.		X					Teacher observation, paper and pencil task, book or teacher-made test.	X	X	
17. Estimate quotients.			X		X		Teacher observation, paper and pencil task, book or teacher-made test.		X	
Fractions										
18. Understand fractions.			X		X		Verbal or written response, book or teacher-made test.		X	
19. Compare and order fractions.		X			X		Teacher observation, paper and pencil task, book or teacher-made test.		X	
20. Recognize equivalent fractions.		X			X		Teacher observation, paper and pencil task, book or teacher-made test.	X		
21. Reduce fractions to lowest terms.		X			X		Teacher observation, paper and pencil task, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
22. Find the greatest common factor.	X				X		Teacher observation, paper and pencil task, book or teacher-made test.	X		
23. Find the least common multiple/denominator.	X				X		Teacher observation, paper and pencil task, book or teacher-made test.	X		
24. Convert improper fractions and mixed numbers.	X				X		Teacher observation, paper and pencil task, book or teacher-made test.		X	
25. Add/subtract fractions with like/unlike denominators.	X			X			Teacher observation, paper and pencil task, book or teacher-made test.		X	
26. Multiply fractions.	X			X			Teacher observation, paper and pencil task, book or teacher-made test.	X		
27. Convert decimals to common fractions.		X		X			Teacher observation, paper and pencil task, book or teacher-made test.	X		
28. Convert decimals, fractions, and percents.	X			X			Teacher observation, paper and pencil task, book or teacher-made test.	X		
29. Add/subtract mixed numbers.	X			X			Teacher observation, paper and pencil task, book or teacher-made test.		X	
30. Multiply mixed numbers.	X			X			Teacher observation, paper and pencil task, book or teacher-made test.	X		
Decimals										
31. Understand decimals.		X			X		Verbal or written response, book or teacher-made test, paper and pencil task.		X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
32. Know decimal place value.		X		X			Verbal or written response, book or teacher-made test, paper and pencil task.	X		
33. Compare and order decimal numbers.		X			X		Verbal or written response, book or teacher-made test, paper and pencil task.		X	
34. Round decimal numbers.		X			X		Verbal or written response, book or teacher-made test, paper and pencil task.		X	
35. Relate decimals to money.		X			X		Verbal or written response, book or teacher-made test, paper and pencil task.	X		
36. Add/subtract decimals.		X		X			Verbal or written response, book or teacher-made test, paper and pencil task.		X	
37. Multiply decimals.	X			X			Verbal or written response, book or teacher-made test, paper and pencil task.	X		
38. Divide decimals (whole number divisors).	X			X			Verbal or written response, book or teacher-made test, paper and pencil task.	X		
Patterns and Relationships										
1. Compare or contrast.			X		X		Teacher observation, group or individual project.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Classify and sort.			X		X		Teacher observation, group or individual project.		X	
3. Solve problems by finding a pattern.			X		X		Teacher observation, group or individual project.		X	
4. Solve problems by making a table.			X		X		Teacher observation, group or individual project.		X	
5. Recognize and generate patterns.			X		X		Teacher observation, group or individual project.		X	
6. Explain your reasoning.			X		X		Teacher observation, group or individual project.		X	
7. Evaluate evidence and draw conclusions.			X		X		Teacher observation, group or individual project.		X	
8. Make generalizations.			X			X	Teacher observation, group or individual project.		X	
Graphs, Data Collection, and Analysis										
1. Collect and record data.			X			X	Group or individual project, work-sample evaluation.		X	
2. Make a graph.			X		X		Group or individual project, work-sample evaluation.		X	
3. Take a survey.			X		X		Group or individual project, work-sample evaluation.		X	
4. Make a tally chart.			X		X		Group or individual project, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Predict and verify.		X				X	Group or individual project, work-sample evaluation.		X	
6. Generalize from data.		X				X	Group or individual project, work-sample evaluation.		X	
7. Summarize results.		X			X		Group or individual project, work-sample evaluation.		X	
8. Conduct a simulation.	X				X		Group or individual project, work-sample evaluation.		X	
9. Interpret pictographs.		X			X		Work-sample evaluation, verbal or written response.		X	
10. Draw and interpret bar and line graphs.		X				X	Work-sample evaluation, group or individual project.		X	
11. Draw and interpret circle graphs.	X				X		Work-sample evaluation, group or individual project.		X	
12. Reason from a graph.		X				X	Teacher-student interaction, book or teacher-made test.			X
Geometry										
1. Identify plane figures.			X	X			Paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
2. Identify solid figures.			X	X			Paper and pencil task, work-sample evaluation, book or teacher-made test.	X		
3. Relate plane figures to solid figures.			X		X		Teacher observation, verbal or written response.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Generate geometric patterns.			X		X		Work-sample evaluation, paper and pencil task		X	
5. Recognize symmetry.		X		X			Group or individual project, book or teacher-made test.	X		
6. Recognize congruent figures.		X		X			Group or individual project, book or teacher-made test.	X		
7. Identify faces, edges, and vertices.			X	X			Paper and pencil task, group or individual project, work-sample evaluation.	X		
8. Identify and label points and lines.			X	X			Paper and pencil task, group or individual project, work-sample evaluation.	X		
9. Classify polygons.		X		X			Paper and pencil task, group or individual project, work-sample evaluation.	X		
10. Classify angles.		X		X			Paper and pencil task, group or individual project, work-sample evaluation.	X		
11. Find the perimeter of a polygon.	X				X		Paper and pencil task, group or individual project, work-sample evaluation.		X	
12. Find the circumference.	X				X		Paper and pencil task, group or individual project, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
13. Find area of simple geometric shapes.	X				X		Paper and pencil task, group or individual project, work-sample evaluation.	X		
14. Find volume.	X			X			Paper and pencil task, group or individual project, work-sample evaluation.	X		
15. Do basic geometric constructions.	X			X			Individual group or individual project.	X		
16. Build geometric solids.		X			X		Individual group or individual project.	X		
Measurement										
1. Estimate and measure lengths, perimeter, area and volume /capacity.		X			X		Work-sample evaluation, verbal or written response, book or teacher-made test.		X	
2. Use customary and metric units.		X			X		Work-sample evaluation, group or individual project.		X	
3. Understand area/perimeter relationship		X			X		Work-sample evaluation, group or individual project.		X	
4. Measure and work with temperature.		X			X		Work-sample evaluation, group or individual project, paper and pencil task.		X	
5. Use scale drawing.		X			X		Group or individual project, work sample evaluation.		X	
Time and Money										
1. Estimate time.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Know A.M. and P.M.			X	X			Teacher observation, book or teacher-made test, work-sample evaluation.	X		
3. Understand time zones.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
4. Count and show amounts of money.		X			X		Teacher observation, book or teacher-made test, work-sample evaluation.		X	
5. Add, subtract, multiply, divide using money.		X		X			Teacher observation, book or teacher-made test, work-sample evaluation.		X	
Mental Math										
1. Count forward or back.			X		X		Teacher observation.		X	
2. Be able to add, subtract, mulitply and divide mentally.			X		X		Teacher observation.		X	
3. Multiply/divide decimals by 10,100, 1000.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test	X		
4. Find a fraction of a number.		X			X		Work-sample evaluation, book or teacher made test.		X	
5. Find a percent of a number.	X				X		Work-sample evaluation, book or teacher made test.	X		
Problem Solving										
1. Draw a picture to solve a problem.			X		X		Work-sample evaluation, book or teacher made test.		X	
2. Look for a pattern.			X		X		Work-sample evaluation, book or teacher made test.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Make a list or table.			X		X		Work-sample evaluation, book or teacher made test.		X	
4. Work backwards.		X			X		Work-sample evaluation, book or teacher made test.		X	
5. Determine reasonable answers.		X			X		Work-sample evaluation, book or teacher made test.		X	
6. Solve problems with more than one answer.		X				X	Work-sample evaluation, book or teacher made test.		X	
7. Decide when to estimate.		X			X		Teacher-student interaction, verbal or written response.			X
8. Use estimation.			X		X		Paper and pencil task, work-sample evaluation.		X	
9. Use calculators.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
Ratio, Proportion, and Percent										
1. Understand the concept of ratio.	X			X			Teacher-student interaction, verbal or written response.	X		
2. Recognize equal ratios.	X			X			Book or teacher-made test, work sample evaluation.	X		
3. Understand the concept of percent.	X			X			Teacher-student interaction, verbal or written response.	X		
4. Convert decimals, fractions, and percents.	X			X			Work-sample evaluation, paper and pencil task, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Find a percent of a number.	X			X			Work-sample evaluation, paper and pencil task, book or teacher-made test.	X		
6. Use a calculator with a percent key.	X			X			Work-sample evaluation, paper and pencil task, book or teacher-made test.	X		
Probability										
1. Understand probability terms.		X			X		Teacher observation, verbal or written response.		X	
2. Understand equally likely outcomes		X			X		Teacher observation, verbal or written response.		X	
3. Use probability to predict		X			X		Teacher observation, verbal or written response.		X	
4. Recognize fair/unfair games		X		X			Teacher observation, verbal or written response.	X		
5. Find mathematical and experimental probabilities.	X				X				X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Number Concepts and Computation										
1. Recognize and evaluate Roman numerals.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
2. Know the properties and rules for exponents.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
3. Define and identify prime and composite numbers.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
4. Square numbers and find the square root of squares.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
5. Name and write large numbers.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
6. Understand integers.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
7. Compare and order the rational numbers.	X				X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
8. Know the properties of integers.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
9. Solve single variable equations.	X				X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
10. Work with scientific notation.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Whole Numbers										
11. Multiply and divide whole numbers.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
12. Know the basic multiplication and division facts.			X	X			Flash cards, book or teacher-made test, work-sample evaluation.	X		
13. Estimate products and quotients.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
Fractions										
14. Compare and order fractions.			X		X		Free written or verbal response, book or teacher-made test.	X		
15. Recognize equivalent fractions.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
16. Reduce fractions to lowest terms.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
17. Find the greatest common factor.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
18. Find the least common multiple/denominator.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
19. Convert improper fractions and mixed numbers.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
20. Find reciprocals.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
21. Add/subtract fractions with like denominators.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
22. Add/subtract fractions with unlike denominators.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
23. Multiply fractions.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
24. Divide fractions.	X						Teacher observation, work-sample evaluation, book or teacher-made test.	X		
25. Convert decimals to common fractions.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
26. Convert decimals, fractions, and percents.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
27. Add, subtract, and multiply mixed numbers.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
28. Divide mixed numbers.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
Decimals										
29. Understand decimals		X			X		Free written or verbal response, book or teacher-made test.		X	
30. Know decimal place value.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
31. Compare and order decimal numbers.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
32. Round decimal numbers.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
33. Relate decimals to money.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
34. Work with terminating and repeating decimals.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
35. Add, subtract, and multiply decimals.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
36. Divide decimals with whole number divisors.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
37. Find and use averages		X					Teacher observation, work-sample evaluation, book or teacher-made test.			
38. Divide decimals with decimal divisors.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
Patterns and Relationships										
1. Solve problems by making a table.			X		X		Individual or group project, teacher-student interaction, work-sample evaluation.		X	
2. Recognize and generate patterns.			X		X		Individual or group project, teacher-student interaction, work-sample evaluation.		X	
3. Explain your reasoning.			X			X	Individual or group project, teacher-student interaction, work-sample evaluation.			X

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Evaluate evidence and draw conclusions.			X			X	Individual or group project, teacher-student interaction, work-sample evaluation.			X
5. Make generalizations.			X			X	Individual or group project, teacher-student interaction, work-sample evaluation.			X
Graphs, Data Collection, and Analysis										
1. Take a survey.			X		X		Individual or group project, work-sample evaluation.		X	
2. Predict and verify.		X				X	Individual or group project, work-sample evaluation.		X	
3. Generalize from data.		X				X	Individual or group project, work-sample evaluation.		X	
4. Summarize results.		X				X	Teacher-student interaction, individual or group project, work-sample evaluation.		X	
5. Conduct a simulation.		X				X	Individual or group project, work-sample evaluation.		X	
6. Interpret pictographs.			X		X		Individual or group project, free written or verbal response.		X	
7. Draw and interpret bar, circle, and line graphs.		X				X	Individual project, work-sample evaluation, free written or verbal response.		X	

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Reason from a graph.		X				X	Teacher-student interaction, free written or verbal response, book or teacher-made test.		X	
Geometry										
1. Identify solid figures.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
2. Relate plane figures to solid shapes.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
3. Recognize symmetry.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
4. Recognize congruent figures.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
5. Identify faces, edges, and vertices.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
6. Identify and label points and lines.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
7. Identify and label planes.	X						Teacher observation, work-sample evaluation, book or teacher-made test.	X		
8. Identify and label planes.	X						Teacher observation, work-sample evaluation, book or teacher-made test.	X		
9. Classify angles.			X	X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Classify polygons.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
11. Classify polyhedrons.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
12. Measure and estimate angle size.	X				X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
13. Plot points on the coordinate plane.	X				X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
14. Find the perimeter and circumference.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
15. Find area of simple geometric shapes (plane and solid)		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
16. Find volume/capacity.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
17. Do basic geometric constructions.		X			X		Work-sample evaluation, teacher observation.		X	
18. Build geometric solids.		X			X		Individual or group project.		X	
Measurement										
1. Estimate and measure lengths, perimeters, area, and volume/capacity.			X		X		individual project, teacher observation, book or teacher-made test		X	
2. Use customary and metric units.			X		X		individual project, teacher observation, book or teacher-made test		X	

Target Skills							Sample Assessment Methods			
3. Understand area/perimeter relationship.			X		X		individual project, teacher observation, book or teacher-made test			X
4. Measure and find volume/capacity.		X			X		individual project, teacher observation, book or teacher-made test		X	
5. Use scale drawing.		X			X		individual project, teacher observation, book or teacher-made test			X
Time and Money										
1. Estimate time.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
2. Understand time zones.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
3. Add, subtract, multiply, and divide using money.			X		X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
4. Relate to decimals.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
Mental Math										
1. Find a fraction or a percent of a number.			X		X		Teacher-student interaction, flash cards, book or teacher made test.		X	
2. Be able to add, subtract, multiply, and divide mentally.		X			X		Teacher-student interaction, flash cards, book or teacher made test.		X	
Problem Solving										

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Look for a pattern.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
2. Write/use an algebraic equation.	X				X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
3. Make a list or table.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
4. Work backwards.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
5. Determine reasonable answers.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
6. Solve problems with more than one answer.			X			X	Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
7. Solve problems with two or more questions.	X					X	Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
8. Decide when to estimate.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Use estimation.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
10. Use calculators.			X		X		Book or teacher-made test, free written or verbal response, work-sample evaluation.		X	
Ratio, Proportion, and Percent										
1. Understand the concept of ratio.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
2. Recognize equal ratios.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
3. Solve proportions.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
4. Determine the unit price.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
5. Understand the concept of percent.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.		X	
6. Determine discounts and sales prices.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
7. Convert decimals, fractions, and percents.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		
8. Find a percent of a number.		X		X			Teacher observation, work-sample evaluation, book or teacher-made test.	X		

Target Skills	Intro-duced	Reinf orced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Use a calculator with a percent key.		X			X		Teacher observation, work-sample evaluation, book or teacher-made test.	X		
10. Determine percent of increase/decrease.	X			X			Teacher observation, work-sample evaluation, book or teacher-made test.		X	
Probability										
1. Use probability to predict.	X				X		Individual or group project, free written or verbal response.		X	
2. Recognize fair/unfair games.			X		X		Individual or group project, free written or verbal response.		X	
3. Find mathematical and experimental probabilities.			X		X		Individual or group project, free written or verbal response.		X	

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